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Following the general discussion as indicated above is a chapter on the effects of liquor among the Negroes, another on the effects among the North American Indians, and a closing chapter on the social aspects of the saloon. The last chapter might at first seem out of place in a volume devoted to the economic aspects of the subject ; and yet there is a very close connection between the two, the object in the present case being to describe the saloon as a distributing agency between the producer and the consumer of alcoholic beverages, and to point out some of the attractions which the saloon-keeper holds out to his customers. The fact is recognized that the saloon supplies, besides drinks, many social wants which are not at present provided for in any other way ; but in praising these negative virtues the fact is almost lost sight of for the moment that these features are only attractions ; that the paramount object of the saloon-keeper is to sell intoxicating beverages, and that his efforts are not in the direction of a moderate use of liquors, but in the direction of an excessive use of them, in order that he may increase his sales and thereby his profits.

The book is of great value. The spirit which pervades it is scientific and fair, and where opinion is expressed, it is always conservative. It is, in the opinion of the present writer, by far the best contribution to a scientific understanding of the subjects which it discusses that has yet been published, and is a volume which should be carefully read by everyone desiring to study intelligently the liquor problem.

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*Economics and Industrial History for Secondary Schools.* By HENRY W. THURSTON. Chicago : Scott, Foresman & Co., 1899. 12mo. pp. 300.

THE adaptation of any study for school use, especially for elementary or secondary schools, must be a matter of slow growth. For a quarter of a century we have been trying to give young people the elements of economics, first in the colleges, then in the secondary schools and now even in the elementary schools. The results have been far from satisfactory, and one reason for it has been that the subject-matter has not been cast in the proper form for the young beginner ; in other words, suitable text-books have not existed. The books were written either by school teachers who knew little economics or by university economists

who knew little of the pedagogical requirements in a book designed for school use. Now that there are found in some of our secondary schools, teachers who have had thorough training in our best universities, books of a different order are appearing. The subject of this sketch is the third book by a properly qualified writer that has appeared within three years. In three years more the books of ten years ago will be doing little except gather dust and occupy shelf-room.

Mr. Thurston both knows his economics well and has been eminently successful as a high-school teacher; during the present year he has been head of the department of social and economic science in the Chicago Normal School. This book was not written to order, but has gradually developed during five years of teaching combined with university study.

The book is in three parts: (I) A study of industrial life by observation, (II) the industrial history of England and the United States, (III) economic theory. An appendix contains some statistical tables and a list of the authorities cited. The introduction is written by Professor Albion W. Small, of the University of Chicago. Accompanying the book is a teacher's manual of twenty-five pages containing suggestions how the book should be used.

Part I contains the most novel features. The author calls it a "laboratory study of existing economic life." The pupils are required to develop classifications of occupations, of forms of business organization, of the agents in production, of goods for personal consumption, etc., out of their own experience or from observation of the business life about them, with some use of books and those chiefly original materials. This part is divided into nineteen lessons; for each piece of work minute directions are given in the text and in the manual. Every feature of this work, the author says, has "been tested in actual class room experience." This part is a valuable contribution to the pedagogy of economics. While some of the exercises would be impracticable in most places, the plan could still be followed lesson by lesson in any high school; only intelligent direction on the part of the teacher and hearty co-operation on the part of the pupils are necessary to success. An infinite improvement this would be over the dreary memorizing of a text that so often passes for the study of economics. Even teachers who do not use the book as a text will find many of these exercises useful. It is safe to predict that the thirty pages

contained in Part I will have a wide influence for the better on economics as a school study.

Part II includes about half of the volume. It comprises four chapters, one for each of the four stages into which it has become customary to divide the development of manufactures—family, gild, domestic, and factory. The question at once arises whether the development of agriculture, transportation, and the other sides of industrial activity, are wisely crowded into these four divisions. To put the industrial history of America in colonial times all into the chapter on the domestic system is singularly inapt: the author himself states that “almost the whole of such industry (manufacturing) was of the early type called in chapter 1 the Home System of Industry.” On the same page it is stated that the “Gild System of industry had no general development in America,” because “artisans in a particular industry were too few in any locality to give much opportunity for the elaborate gild regulations which had formerly existed in England.” It is better to follow Professor Ashley and to understand by the “Gild System” something more than the supervision of industry by those curious mediæval societies, to consider the little shop, with its group of hand-workers and not the gilds as the distinguishing characteristic of the system. Terms aside, however, Part II, is well executed. It is by far the fullest and best account of economic history for the use of secondary students that is now in print. The publishers would do well to issue in it a volume by itself, as it will be wanted extensively by teachers will not care to use Parts I and III.

Part III is an attempt to present the principles of economics in eighty-seven pages. This small compass is reached, however, not by condensation in the usual manner of the text-book, but by exclusion. Credit and banking scarcely appear at all; money is dismissed in six pages of comments and questions. Value and marginal utility are carefully elaborated in the opening chapter of twenty-five pages; of the five pages given to rent, a little over four treat of the unearned increment with the history of a quarter acre of land in the heart of Chicago as an illustration; six pages are given to such practical phases of the labor question as trade unions and the eight-hour day; in the four-page discussion of the share of product going to the government, a place is found for Professor Seligman's classification stated in his own words.

<sup>1</sup> P. 122.

Deductive reasoning which occupies so prominent a place in most text-books on economics is in this book reduced to a minimum; even Part III, excepting the chapter on value, is either descriptive or else a running comment on practical economic problems; those who have been trained in economic theory may find little that they are familiar with either of form or substance. It is a radical departure from all its predecessors.

It is not possible to pronounce definitely on the merits of the work. Experience alone can tell whether the infusion into economics of so much sociology and economic history is wise. Should observation of industrial life and the study of industrial history be set apart by themselves, or should they be taken in connection with the theory? Should scientific principles receive scant attention, that more space may be given to practical problems? Are money and banking not suitable subjects for study in an elementary course? These questions can be more profitably discussed after Mr. Thurston's book has been used a year or two. That it will considerably modify the present methods of teaching economics seems probable. That few teachers will care to follow it closely also seems probable. This latter fact Mr. Thurston has foreseen and provided for to some extent by furnishing an abundance of references to aid a teacher in making desired variations.

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*The Elements of Public Finance, Including the Monetary System of the United States.* By WINTHROP MOORE DANIELS, M.A., Professor of Political Economy in Princeton University. New York: Henry Holt & Co., 1899. 12mo. pp. 383.

THERE is room for difference of opinion as to whether public finance can be profitably pursued as an ordinary college study. Hitherto most of the instruction offered in this field by American institutions has been of the university type, and such treatises as have been published have had a rather mature class of students in view. But the undoubted growth of popular interest in questions of financial reform in the last decade has led many of the colleges to include brief courses in the theory and history of finance in the curriculum, and it is the needs of these that Professor Daniels has had in mind in planning the